



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

1. Documentation of Authorization to Charter
2. Board of Trustees Approval
3. Narrative Description from Superintendent
4. Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Grand Prairie ISD** CDN **057910** Vendor ID **175-6001697** ESC **10** DUNS **079332763**

Address **2602 S. Belt Line Road** City **Grand Prairie** ZIP **75052** Phone **972.264.6141**

Primary Contact **Patricia Lewis** Email **Patricia.Lewis@gpisd.org** Phone **972.237.5532**

Secondary Contact **Ray Wilks** Email **Ray.Wilks@gpisd.org** Phone **972.237.5502**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name **Dr. Susan Simpson Hull** Title **Superintendent**

Email **Susan.Simpson@gpisd.org** Phone **972.264.6141**

Signature  Date **April 25, 2019**

Grant Writer Name **Patricia Lewis** Signature  Date **4/25/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-19-103** SAS # **423-19**

2019-2021 PCSP Start-Up Grant (Subchapter C)

Page 1 of 12

2019-019608

701-19-103-016

Shared Services Arrangements**X** SSAs are not permitted for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The number of GPISD high need learners meeting state standards on End-of-Course STAAR exams in English Language Arts (English II - 58% ECD and 47% ELL) and Math (Algebra I - 55% ECD and 55% ELL) indicates a need for school restructuring.	GPISD proposes to partner with Uplift Education to establish a secondary charter campus. The school will serve 6th graders transitioning from the highly successful Uplift Lee K-5 charter to middle school. The grade 6-12 charter will open one grade level each year. The school-within-a-school will open in the Uplift Grant Preparatory Academy.
The number of high need learners meeting TSI standards in English Language Arts (44% ECD, 19% ELL) and Math (24% ECD, 11% ELL) indicates a need for implementing a rigorous college preparatory program.	Improve teaching and learning utilizing the GPISD/Uplift Education partnership's global, college-preparatory model. Students attend IB courses to develop reading/ELA, math, and writing skills, utilize IB Learner Profile to develop study and time management skills, and participate in Road to College activities.
To receive IB certification, certified Texas educators with a graduate degree and three years teaching experience must complete an IB certificate program. 0% of GPISD educators have earned IB credentials.	To attract highly qualified teachers to the campus, GPISD will recruit educators with IB credentials and create opportunities for current faculty members to earn IB certificates. Academic coaches will support teachers in using formative data to implement IB curriculum effectively and improve student performance.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

- (1) 90% of students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will meet state standards in Reading and Math on each administration of the State Assessment of Academic Readiness (STAAR).
- (2) 100% of students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will be prepared for college as indicated by passing Uplift Education International Baccalaureate (IB) college preparatory courses each year to be promoted to the next grade level.
- (3) 100% of Uplift Secondary Lee at Uplift Grand Preparatory teachers will be highly qualified as evidenced by Texas teacher certification and appropriate IB credentials.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

2019-20 School Year (July 1, 2019 - January 31, 2020 - Charter serves sixth grade (cohort 1):

- (1) 90% of sixth grade students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will meet state standards in Reading and Math on the State Assessment of Academic Readiness (STAAR) benchmark administered in December 2019.
- (2) 100% of students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will be prepared for college as indicated by passing Uplift Education common assessments administered in December 2019 to be on track for grade level promotion.
- (3) 100% of teachers at Uplift Secondary Lee at Uplift Grand Preparatory teachers with an IB teaching assignment will be certified and highly qualified as evidenced by completing 2 subject groups in the online component of IB training.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

2019-20 School Year (February 1, 2020 - July 31, 2020) - Charter serves sixth grade (cohort 1):

- (1) 90% of sixth grade students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will meet state standards in Reading and Math on the State Assessment of Academic Readiness (STAAR) exam administered in May 2020.
- (2) 100% of sixth grade students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will be prepared for college as indicated by passing Uplift Education end-of-year common assessment in May 2020 to be on track for grade level promotion.
- (3) 100% of teachers at Uplift Secondary Lee at Uplift Grand Preparatory teachers with an IB teaching assignment will be Texas certified by completing 2 subject groups in the online component of IB training.

Third-Quarter Benchmark

2020-2021 School Year (August 1, 2020 - February 28, 2021) - Charter serves 6th grade (cohort 1) and 7th grade (cohort 2):

- (1) 90% of 6th and 7th grade students enrolled in the charter campus will meet state standards in Reading and Math on the State Assessment of Academic Readiness (STAAR) benchmark administered in December 2020;
- (2) 100% of 6th and 7th grade students enrolled in the new charter campus will be prepared for college as indicated by passing IB middle of year common assessment in December 2020 to be promoted to the next grade level;
- (3) 100% of charter campus teachers with an IB teaching assignment will complete the final 2 face-to-face subject groups of training to earn IB credentials.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Under the direction of the GPISD Deputy Superintendent for Innovation and School Improvement, the Uplift Lee Secondary Advisory Council of educators, parents, community members, and Board members from Grand Prairie ISD and Uplift Education drafted a Campus Plan.

Process and Procedures: The charter school plan outlines critical needs, goals, objectives, critical success factors, action steps with assigned resources, performance targets, and dates for assessment and data collection. In April of 2019, the charter was approved and an Academic Dean was selected. The campus administrator will reconvene the team as the Campus Educational Improvement Committee (CEIC) in August of 2019. During the school's first year of operation, the GPISD Area Superintendent for Innovation and School Improvement will guide the Academic Dean and the CEIC in utilizing Site Based Decision Making processes to monitor the attainment of charter goals and objectives.

Adjustments to the Plan: The CEIC will meet four times each year. The committee will collect and analyze project-level data each nine weeks to determine the effectiveness of charter leadership in executing the campus plan. The team will study student-level data each eighteen weeks by student, class, grade-level, and core content area to determine the impact of project implementation on student achievement. At each meeting, the CEIC will review data and participant feedback and revise resources, personnel, and/or time lines to achieve project goals. The ability to address concerns quickly at the campus level based on ongoing monitoring and feedback will ensure the innovative educational plan of the charter school will be successful in achieving critical success factors to meet student success goals.

Communication: The CEIC will serve as a conduit of communication to the faculty, staff, district, and Board of Trustees. A written agenda for each committee meeting will be developed and the group will maintain official minutes. The Academic Dean will communicate progress to the campus faculty and staff and the Area Superintendent for Innovation and School Improvement will report progress to district leadership after each quarterly CEIC meeting. The Area Superintendent will report progress to the GPISD Educational Improvement Committee at the end of each semester and to the joint GPISD and Uplift Education Boards annually. The campus will host celebrations to ensure the school, district, and community are informed of student and school success.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
 - a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#).

Statutory Requirements

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Uplift Lee Secondary at Uplift Grand Preparatory will be a campus charter school. Grand Prairie ISD will be the sponsoring entity to which the charter is granted. The GPISD Board of Trustees will be the governing body of the charter holder. The State Board of Education will approve the charter application. The charter campus will be operated in accordance of the charter application. If changes to the charter are desired, the Grand Prairie ISD Board of Trustees will request that the charter be amended by the commissioner of education.

Under the direction of the Board, the Grand Prairie ISD Superintendent will serve as the chief administrator of each school in the district including the charter campus. The school officers will be the Principal and the Academic Dean. The campus will have the ability to utilize the vast resources of GPISD. However, the campus charter will be permitted to govern autonomously. Because the charter is the result of a partnership between GPISD and Uplift Education, an Advisory Council that includes educators, parents, community members, and business leaders representing each educational institution was formed to plan the charter. Members of the planning team (and additional stakeholders) will form the Campus Education Improvement Committee (CEIC) in July 2019. The CEIC will serve as an advisory committee to implement and evaluate the charter based on the Educational Plan of Goals, Objectives, Critical Success Factors, Action Steps, Milestones, and Outcomes developed during the planning process. The Principal and Academic Dean will work with the committee to ensure operations, curriculum and leadership initiatives outlined in the charter are implemented on time and as planned. The Principal of the charter will report directly to the GPISD Superintendent.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

The Campus Improvement Plan will ensure student and school success and sustain the charter: (a) Participant Support: GPISD and Uplift Education have effectively collaborated to sustain the successful Uplift Lee K-5 charter. The partners have signed a MOU (attached) to expand the program to include 8th through 12th grades after the project ends; (b) High Quality Project Management: The Campus Education Improvement Committee which includes representative from all stakeholders will meet each semester to monitor student and school data. Continuous feedback will ensure success during the project period and beyond. (c) Accessible Curriculum Systems: The charter will adopt the Uplift Education model for delivering International Baccalaureate common assessments, course sequences, instructional strategies, and iShine data systems. Students will participate in the Learner Profile & Road to College programs to prepare for college entrance; (d) Highly Qualified Staff – A recruitment plan has been developed to hire educators qualified to enter the IB certification program. Charter educators will enter the training program to earn IB certificates during the project period. These grant activities will enable the campus to employ a highly qualified staff for upcoming school years. (e) Ongoing Staff Development. GPISD employs Coaches to support educators at each campus. The plan for continued operations is provided in Attachment 1.2 Charter Application (pages 18-20 of the section titled 'Financial Plan').

3. Describe and justify any requests for waivers of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

Grand Prairie ISD will not request waivers of any federal statutory, regulatory provisions, state rules, or local requirements to operate the charter school. GPISD is a District of Innovation. The GPISD Board of Trustees approved a Local Innovation Plan in 2016. One of the plan exemptions is the district's ability allow campuses to adopt a start date that meets the needs of the students and school. Texas Education Code requires schools begin no earlier than the fourth Monday of August. International Baccalaureate Middle Years (grade 6-8) and Diploma Programmes (grades 9-12) require more minutes of instruction than the 75,600 minutes per year required by Texas Education Code. The additional minutes of instruction for IB courses require a longer campus calendar. Because of a GPISD Innovation Plan exemption, the charter campus will be free to adopt the Uplift Grand Preparatory Academy calendar which begins in mid-August without requesting a waiver. Texas Education Code requires schools to meet 420 minutes per instructional day. Grand Uplift Preparatory Academy dismisses class at 2:30 on Wednesdays enabling educators to attend Academic Meetings for training and planning purposes. The GPISD Innovation Plan give the charter autonomy to adopt a daily schedule that fits the needs of the school without requesting a waiver of state rules.

Statutory Requirements

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

The purpose of the charter campus is to combine the resources of Grand Prairie ISD and Uplift Education to close academic achievement gaps for high need learners and prepare all students for college and careers. The charter's educational plan combines rigorous curriculum with intensive student support delivered by highly qualified staff to positively impact student performance and achievement. The SMART goal of the project states 90% of students enrolled in the new Uplift Lee Secondary at Uplift Grand Preparatory charter campus will meet state standards in Reading and Math on each administration of the State Assessment of Academic Readiness (STAAR). Grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant: (1) NEED: Improve student achievement. Grant funds will be used to establish the secondary charter campus serving 6th and 7th graders during the grant period. Funds are requested to conduct initial implementation activities: salaries of instructional and administrative staff from July 1, 2019 through the 30th day of serving students; installation of computers, data systems, networks and phones; purchase of equipment (desks, chairs, computers, PE and fine arts equipment); and property insurance to cover equipment purchased. (2) NEED: Improve teaching and learning. Grant funds will be used to purchase non-consumable educational supplies and materials for start-up activities (textbooks, library books, instructional materials); acquire necessary equipment and educational materials and supplies; and acquire curriculum materials; and develop curriculum manuals. (3) NEED: Employ highly qualified staff. Grant funds will be used to recruit teachers and staff with credentials to teach in an IB campus and successful experience with high need learners. In addition, grant funds will be used to conduct professional development for teachers and other staff and to provide registration fees and travel funds to attend training. GPISD will use funds in conjunction with other federal programs administered by the US Secretary of Education.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the [Individuals with Disabilities Education Act §1413\(a\)\(5\) and §1413\(e\)\(1\)\(B\)](#). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Under the guidance of the Executive Director of Special Education, the Special Education department ensures the district complies with each requirement of the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B) including: GPISD will serve children with disabilities attending the charter school in the same manner as the local educational agency serves children with disabilities in its other schools. The district will provide supplementary and related services on site at the charter school to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools. GPISD will provide funds under this subchapter to the charter school on the same basis as the district provides funds to other GPISD public schools, including proportional distribution based on relative enrollment of children with disabilities. GPISD will provide funds at the same time as the agency distributes other Federal funds to other GPISD public schools, consistent with Texas charter school law.

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Lee Secondary at Uplift Grand Preparatory charter will be established to serve high need 6th through 12th grade students transitioning from the Uplift Lee K-5th charter. Students in the elementary charter completed International Baccalaureate (IB) Primary Years program. Students in the secondary charter will complete IB Middle Years and Diploma Programmes. IB curriculum and instruction provides rigorous academic content to meet challenging state standards and develop a vast knowledge of international systems. The program of study includes service learning strategies to develop a positive sense of self-worth and an understanding of each citizen's responsibility to the community and environment. The educational program of the charter is described on Attachment 1.2 Charter Application (pages 4-10 of the section titled 'Educational Plan').

Statutory Requirements

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Educators at the charter campus will make the day-to-day decisions concerning curriculum, calendar, budget, and daily operations. Academic Teams lead by campus leaders and coaches will meet weekly. The content area teams will work to analyze student level data and will use the information to restructure IB curriculum and instruction sequences, develop intervention and assessment schedules, and plan academic and social support programs to meet the needs of the students. Site Based Management: Academic Teams will not be required to gain the approval of the Campus Education Improvement Committee (CEIC) to make changes to curriculum, calendar, budget and daily operations. However, educator teams will be accountable to the CEIC for meeting project level and student level critical success factors, milestones, and performance targets each nine weeks. When targets are not met, it will be the responsibility of the CEIC to determine appropriate strategies, personnel, budget requests, and timelines to get the project back on track to success. Management and governing authority of the charter is explained in Attachment 1.2 Charter Application (pp. 16 - 17 of 'Governance' section).

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Evaluate Student Academic Progress: The Deputy Superintendent will lead the Charter Advisory Council to coordinate data collection and problem correction tasks. Student, cohort, and school data will be collected throughout the project period. Charter school educators will utilize an Evaluation Table designed by the Advisory Council as a schedule for administering assessments. The table illustrates evaluation method and tools, indicators of progress and success, and data collection dates for each SMART goal and objective. The Campus Educational Improvement Committee will use the table to determine the data to be collected and reviewed each semester. Performance measures to be used for achieving project goals and objected are outlined on the Evaluation Table found in Attachment 1.2 Charter Application (pages 9-10 of the section titled 'Assessment and Evaluation').

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

An Advisory Council composed of Uplift Education and GPISD stakeholders including parents and members of the community planned the Charter Plan. The plan outlines the vision, mission, and demographics of the campus. The committee will use the plan which delineates evidence-based critical success factors, action steps with resources assigned, performance measures and tools, and expected results. The Campus Educational Improvement Committee (CEIC) led by the Area Superintendent of Innovation and School Improvement and comprised of Uplift Education and GPISD educators, parents, community members, and business partner representatives will be responsible for implementing and evaluating the charter based on the plan. A description of how the parents and other community members have been involved in planning, program design, and implementation is provided in Attachment 1.2 Charter Application (pages 16-17 of the the section titled 'Governance').

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

Grand Prairie ISD is an open enrollment district and the campus charter will be a School of Choice. This means students from all enrollment boundaries are eligible to apply to attend the charter campus. Charter leadership and educators will present information to the community at the GPISD Experience each year. At the event, families will be able to review the educational plan, meet students, and ask questions. Families interested in enrolling a child in the campus will be expected to apply using an on-line application portal on the GPISD website between January and May each year. Families without Internet access are provided technology access and support in completing the application at Uplift Lee or any GPISD campus, the GPISD Parent Involvement Center, and the district's Education Center. GPISD students will be given priority for enrollment. If more students apply for admission than can be served at the campus, the charter will admit students on the basis of a lottery system. Enrollment is explained in Attachment 1.2 Charter Application (p.14, of the Operation section).

Statutory Requirements

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

GPISD local school board policy allows the district to establish charter campuses. (a) Process: In 2019, the Uplift Lee Secondary Advisory Council reviewed GPISD local policy concerning charters and Texas Education Code charter requirements, and visited successful GPISD charters. Under the direction of the Deputy Superintendent for Innovation and School Improvement, the team of educators, parents, community members, Board members representing Uplift Education and GPISD drafted the Uplift Lee Secondary at Uplift Grand Preparatory Academy charter application. The Deputy Superintendent presented the charter plan and a Memorandum of Understanding (MOU) to the Uplift Education and GPISD Board of Trustees at a joint meeting on April 11, 2019. The MOU was approved and signed by each Board during the meeting. The charter plan was approved by the GPISD Board during the meeting.

(b) Premise: The K-5 Uplift Lee campus charter has been successful in utilizing Primary International Baccalaureate curriculum and instructional practices to positively impact the academic achievement of economically disadvantaged and English language learners. In the fall of 2019, the first cohort of Uplift Lee students will be advance to sixth grade. Based on the success of the elementary charter school, there is a need to extend the program to secondary grade levels to promote high school graduation and college entrance for targeted student populations. (c) Difference: The charter will be the only GPISD campus offering IB curriculum in 6-12th grade. (d) The campus will be a new GPISD charter and will not replace an existing campus. The draft of Board minutes approving the charter is Attachment 1.1. The MOU is attachment 1.4.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

There is no basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Each year, the GPISD Educational Improvement Committee will submit the Campus Improvement Plan which includes the comprehensive needs assessment and specific plans for improvement to the GPISD and Uplift Education Boards at a joint meeting. The process is explained in Attachment 1.2 Charter Application (p. 16 of 'Governance' section).

13. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The charter will conduct the independent annual financial audit of the campus charter, separate and apart from the GPISD independent annual financial audit. The audit will be performed in accordance with guidelines for financial accounting and reporting generally accepted accounting principles. The campus will provide information necessary for the school district in which it is located to participate, as required by SBO rule, in PEIMS. (See Attachment 1.2 Charter Application, page 20.)

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Federal funds will be provided to the charter school by GPISD in a timely manner and on the same time line as other schools in the district. Adherence to the policies and procedures established for the district will ensure the charter meets the added regulations and responsibilities that accompany federal funds. The charter will work closely with district personnel to use funds appropriately and to distribute in a timely manner. (See Attachment 1.2 Charter Application, page 18-20)

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C								40							40
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	2	Total Parents		66	Total Families		40	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C								40	40						80
Total Staff	3	Total Parents		120	Total Families		74	Total Campuses		1					

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C								8							8
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	2	Total Parents		14	Total Families		8	Total Campuses		1					

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Grand Prairie ISD	Crosswinds HS	57-910-009
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☐ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☒ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	Spanish speaking parents	Barrier	Information about charter in native language.
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$86,000

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$86,000

PAYROLL COSTS (6100)**BUDGET**

Academic Dean (July 1, 2019 to August 31, 2019 - up to first 30 days of the initial implementation phase)

\$16,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Curriculum planning and development

\$60,000

SUPPLIES AND MATERIALS (6300)

Curriculum purchase

\$169,000

Non-consumable educational supplies/materials for start-up activities (textbooks, library books, etc)

\$250,000

OTHER OPERATING COSTS (6400)

Professional development for teachers including travel and registration fees when appropriate

\$125,000

CAPITAL OUTLAY (6600)

start-up equip - desks, chairs, computers, equipment for physical education & fine arts

\$180,000

TOTAL BUDGET REQUEST \$800,000